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ABSTRACT

Numerous reports have noted the difficulties inner city children have in the typical public school environment. The inner-city child, whose basic skills are often less advanced than those of his suburban counterparts, drops further behind as he grows older. Furthermore, few programs are directed toward changing the basic attitudes and academic skills of high school pupils who have a history of underachievement. This report is an evaluation of a project that was conducted in the Summer of 1971 in the Atlanta Public School System, directed toward attitude change of underachieving high school and elementary school pupils. The project also attempted to effect a change in basic language study skills of these pupils by using the Youth-Tutoring-Youth (YTY) model, which is currently being implemented extensively throughout the United States. The basic situation common to the YTY concept involves underachieving high school pupils teaching underachieving elementary school pupils. Preliminary findings collected by the National Commission on Resources for Youth, Incorporated indicates that both the tutor and the tutee gain valuable reading skills as a result of experience in the YTY program, noting that some tutors have gained as much as three years in reading skills over a period of one semester. (Author/SB)

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EVALUATION OF THE YOUTH-TUTORING-YOUTH PROJECT

SUMMER, 1971

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I. INTRODUCTION

Numerous reports have noted the difficulties that inner-city children have in the typical public school environment. The inner-city child, whose basic skills are often less advanced than his suburban counterparts, drops further behind as he grows older. Furthermore, few programs are directed toward changing the basic attitudes and academic skills of high school pupils who have a history of underachievement.

This report is an evaluation of a project that was conducted in the summer of 1971 in the Atlanta Public School System, directed toward attitude change of underachieving high school and elementary school pupils. It also attempted to effect a change in basic language study skills of these pupils by using the Youth-Tutoring-Youth (YTY) model which is currently being implemented extensively throughout the United States.

The basic situation common to the YTY concept involves underachieving high school pupils teaching underachieving elementary school pupils. Preliminary findings collected by the National Commission on Resources for Youth, Incorporated (the national coordinating agency for YTY) indicates that both the tutor and the tutee gain valuable reading skills as a result of experience in the YTY program, noting that some tutors have gained as much as three years in reading skills over a period of one semester.

II. STRUCTURE OF THE PROGRAM

Seventeen Title I schools were selected to served as YTY centers. Each center had an educational aide and approximately ten tutors to serve from 13 to 39 tutees. (See Table 1.)

Tutors were selected from underachieving secondary school pupils who were participating in the Neighborhood Youth Corps Program. The tutees were primary school pupils who were selected from the areas that each of the centers served. Approximately 178 tutors and 371 tutees participated in the program, for a total duration of ten weeks. Each tutor worked, on an average, with two pupils.

TABLE 1

LIST OF SCHOOLS, CENTER LEADERS, AND NUMBER OF TUTORS

Name of School	Name of Educational Aide	Number of Tutors	Number of Tutees	Ratio Tutees Per Tutor
Burgess	Mrs. Ethel Johnson	11	17	1.5
Capitol Avenue	Mrs. Emma C. Kendricks	10	16	1.6
Carter	Mrs. Ruth R. Wall	10	20	2.0
Dunbar	Mrs. Rosetta Tyler	10	34	3.4
Gideons	Mrs. Juanita R. Williams	10	19	1.9
Gilbert	Mrs. Nellie Phillips	17	16	0.9
Goldsmith	Mrs. Betty Ratledge	10	19	1.9
Grant Park	Mrs. Geraldine Smith	10	13	1.3
Hardnett	Mrs. Loretta Stone	9	26	2.9
Hubert	Mrs. Minnie Coleman	10	17	1.7
C. M. Pitts *	Mrs. Dora M. Gates Mrs. Ruby M. Hawk	14	33	2.4
T. H. Slater *	Mrs. Juanita L. Williams Mrs. Zenobia Booker	16	34	2.1
W. F. Slaton	Mrs. Viola Simmons	10	39	3.9
Toomer	Mrs. Virginia Harper	10	20	2.0
Towns	Mrs. Lois Foster	14	20	1.4
E. A. Ware	Mrs. Dorothy Davis	11	26	2.4
Wesley Avenue	Mrs. Lena Tucker	10	22	2.2
		178	371	2.1

* C. M. Pitts and T. H. Slater supported two center leaders.

Training

There was a one week inservice training period from June 14-18, 1971, during which the lead teacher, Mrs. Mamie P. Thomas, presented procedures for teaching elementary school pupils. During the second phase, which lasted eight weeks (June 21 to August 13, 1971) the educational aides and tutors met with tutees in their respective centers. A typical daily schedule of the activity was as follows:

8:30 - 9:30	Individual planning, tutors developing games, writing procedures to be used in tutoring, and receiving assistance.
9:30 - 10:30	Each tutor directing five tutees in an activity designed to develop reading and writing skills.
10:30 - 11:30	Individual planning, tutors developing materials, reviewing plans, and receiving assistance when needed.
11:30 - 12:30	Each tutor directing activities designed to develop mathematic skills.
12:30 - 1:15	Lunch.
1:15 - 2:15	Group evaluation, planning.

During the last week of the program, the lead teacher, the educational aides, and the tutors participated in an inservice activity to evaluate and review the program.

III. GOALS OF THE 1971 SUMMER YOUTH-TUTORING-YOUTH (YTY) PROJECT AND METHODS FOR EVALUATING THESE GOALS

The summer, 1971, YTY program was designed to achieve five academic goals as stated in the approved Title I proposal. These goals were:

A. To provide models for underachieving elementary pupils.

B. To provide learning experiences for tutors and tutees through games and other competitive activities.

C. To improve significantly the self-image of the tutors.

D. To complement the education of tutors and tutees by stimulating interest and improving learning, mainly in the area of language arts.

E. To provide an experience that will lead to improvement in behavior in school and in attitude toward school.

Goals A and B are by definition met by the existence of the program. However, the effect of having underachieving high school pupil teachers as

models and the effectiveness of teaching tutees through games and other competitive activities will be assessed in the evaluation of the other goals.

Because of somewhat unclear results from a previous summer evaluation of this program, it was decided to gather the maximum amount of data from each of the centers, rather than conducting an in-depth evaluation of a few centers. Also, it was decided to evaluate the potential attainment of the last three goals in two ways: (1) a within program preliminary evaluation and (2) a long-term follow-up evaluation.

It would seem reasonable that attitude change should be effected during the course of the program, so pre-post testing of both tutors and tutees was conducted using attitude scales (the *About Myself Scale* was administered to the tutors and the *Student Attitude Toward School Inventory* was administered to the tutees) during the program.

However, because the actual teaching of tutees by the tutors only took place over a period of eight weeks, it was decided to evaluate changes in language arts achievement over a longer period of time. It was reasoned that if a positive attitude toward school was effected during the program, this effect combined with new study skills developed during the program, would be more easily seen after several months. Then, although achievement test scores were gathered at the start of the program, the posttest scores will be obtained in the spring of 1972. The *Metropolitan Achievement Tests* (MAT) summary subtests for reading and mathematics from the spring, 1971, system-wide administration were obtained by center leaders for most of their tutees.

Since no standardized testing of all high school pupils takes place in the Atlanta Public School System, the *California Achievement Tests* (CAT), Level 4, Form A, 1970 Edition, was administered to the tutors at the beginning of the program. The high school pupils who participated in the program will be tested again with the CAT at approximately the same time as the system-wide MAT testing is conducted in the spring of 1971.

Grade point averages and per cent of attendance figures also were gathered on tutees for the 1970-71 school year. If the program has a long-term effect, it would be expected that the pupils would perform better in the classroom and also would have an increased probability of attending school.

IV. EVALUATION OF THE PROGRAM

A. Overview of the Evaluation

Since the summer Youth-Tutoring-Youth (YTY) program was conducted in three phases, a one-week preliminary training session for the tutors and center leaders, an eight-week period of tutor-tutee interaction, and a one-week summarization and feedback inservice activity, the evaluation will be divided into three parts.

B. The Preliminary Inservice Training Program

A one-week inservice training activity was conducted during the week of June 14-18, 1971. Center leaders and tutors met with Mrs. Mamie P. Thomas to develop materials and to familiarize both center leaders and tutors with YTY concepts.

A *General Questionnaire for Participants* (see Appendix) was administered to the center leaders on the last day of the inservice activity.

The center leaders reacted very positively to the inservice program as reflected by a strong positive response to the questionnaire ($t = 7.487$, $df = 15$, $p < .001$).

A one-way analysis of variance (ANOVA) testing the hypothesis that there was a differential response to various aspects of the program did not yield significant results ($F = 1.90$, $df = 3.30$, $p < .1$). (The four aspects of the program sampled by the questionnaire were: organization, materials, presentation, and relevance.) Accordingly, the participants viewed the four aspects as being equally effective.

An informal interview with several center leaders and tutors revealed that they were generally enthusiastic about the program and thought that the techniques that they had learned would be helpful in the classroom.

C. Evaluation of Tutee-Tutor Selection and Interaction

It must again be stressed that a complete evaluation of tutee-tutor performance cannot be made at this time. The only data collected within the program other than pretest and descriptive information are data

regarding attitude change within the program. Therefore, the terminal evaluation will be based on the data to be collected during the spring of 1972.

Selection of Tutors and Tutees

The tutors were typically selected from the neighborhood in which they were to teach. All of the tutors were working in the Neighborhood Youth Corps program. Since both the tutors and the tutees were classified as underachievers, their performance on two standardized tests was used to evaluate the extent of their achievement deficiencies.

The spelling subtest of the *California Achievement Tests* (CAT) revealed that the tutors' spelling ability was significantly below grade level ($\bar{X}$ = -2.9, t = 11.76, df = 162, $p < .001$). Similarly, the tutors also performed significantly below grade level on the vocabulary comprehension subtest of the CAT ($\bar{X}$ = 3.71, t = 19.92, df = 162, $p < .001$).

The spring, 1971, administration of the *Metropolitan Achievement Tests* was used to evaluate the performance of the tutees at the start of the program. The tutees were performing significantly below grade level in both reading (an average of 1.83 grades below grade level in reading, t = 22.01, df = 217, $p < .001$) and mathematics study skills (an average of 1.68 grades below grade level in arithmetic, t = 17.22, df = 214, $p < .001$). (See Table 2.)

It is clear that, considered as a group, both the tutors and the tutees had achievement deficiencies However, if the range of scores is considered (see Table 2), the hetereogeneity of the population must be discussed. There were certainly both tutors (3.8 and 3.2 grade levels above expected) and tutees (3.0 and 4.2 3.4 grade levels above expected) who were not underachievers. Similarly, there were tutors (8.8 and 9.3 grade levels below expected) who had such large achievement deficiencies that they were probably performing below the achievement levels of many tutees in the areas of spelling and vocabulary comprehension.

TABLE 2

DESCRIPTIVE SUMMARY OF PRE PROGRAM PERFORMANCE (Difference from Grade Level) OF TUTORS AND TUTEES ADMINISTERED THE *CALIFORNIA ACHIEVEMENT TESTS* AND THE *METROPOLITAN ACHIEVEMENT TESTS*

	N	Mean	Md	S^2	S	Range in Grade Levels
Tutors						
CAT-Spelling	163	-2.96	-2.9	9.61	3.1	-8.8 to +3.8 (12.6 range)
CAT-Vocabulary Comprehension	163	-3.71	-3.8	5.93	2.44	-9.3 to +3.2 (12.5 range)
Tutees						
MAT-Reading	218	-1.83	-1.9	1.50	1.22	-5.1 to +3.0 (8.1 range)
MAT-Mathematics	214	-1.63	-1.9	1.91	1.38	-5.2 to +4.2 (9.4 range)

Attitude Change of Tutors

Tutors received the *About Myself Scale* at the start and end of the program. This paper and pencil test is designed to assess the pupils' attitudes about their own abilities (see Appendix). Table 3 summarizes the difference scores for the tutors.

TABLE 3

SUMMARY OF ATTITUDE CHANGES OF TUTORS
(Average Total Difference Score)

	Mean	N	S	df	*t*	p
Total	1.55	168	6.67	167	3.02	< .01
Female	1.91	116	6.38	115	3.21	< .01
Male	0.77	52	7.29	51	0.76	> .1

The total difference score was computed in the following manner: the pre-post test gain (loss) for each question for a particular pupil was obtained; each of these scores was summed to yield a total difference score.

Although there was an improvement in attitude for the group of tutors as a whole, when the total difference score was compared with 0 ($\bar{X}$ = 1.55, t = 3.02, df = 167, $p < .01$), the female tutors showed a significant improvement ($\bar{X}$ = 1.91, t = 3.21, df = 115, $p < .01$), while the male tutors did not ($\bar{X}$ = .77, t = .76, df = 51). However, when the total difference score for females was compared with the total difference score for males, no significant difference was found (t = 1.02, $p > .1$).

Attitude Change of Tutees and Tutee Controls

At the start of the program each center leader was asked to select a group of pupils who were about the same age as the tutees, who came from similar backgrounds, and who were participating in summer school programs but not in YTY. This group of 59 control tutees was formed from 13 of the centers where pupils were available.

A comparison of the tutees and tutor controls, designed to investigate whether they were similar in their achievement as reflected by the MAT revealed that there were certain differences. Although both tutees (-1.83 and -1.63) and tutee controls (-1.51 and -1.44) were performing below grade level on both the MAT reading and MAT mathematics subtests, the tutee controls were performing significantly better than the tutees on the MAT reading subtest (t = 1.78, df = 275, $p < .1$). Table 4 contains more complete information regarding these comparisons.

TABLE 4

COMPARISON OF *METROPOLITAN ACHIEVEMENT TESTS* READING AND MATHEMATICS SUBTEST SCORES OF TUTEES AND TUTEE CONTROL
(Table scores are differences from grade level)

	Mean	N	S^2
Tutees			
MAT-Reading	-1.83	218	1.50
MAT-Mathematics	-1.63	214	1.91
Tutee-Controls			
MAT-Reading	-1.51	59	1.61
MAT-Mathematics	-1.44	59	0.66

Please note that any comparison between the tutees and the tutee control group in either this preliminary report or in the final report must consider that the tutee control group was not as seriously deficient in reading skills as the group of tutees in the YTY program.

In order to assess attitude change, both the tutees and the tutee controls were administered the *Student Attitudes Toward Learning Questionnaire* at the beginning and the end of the program period. A total difference score for each pupil was computed. Although the tutee controls showed a loss over the period ($\overline{X}$ = 1.08) while the tutees remained about the same ($\overline{X}$ = .121), the difference between the two groups was not significant. (t = 1.58, df = 301, p < .1.)

It would appear, then, that the tutees did not show a significant attitude improvement during the period of the program.

D. Evaluation of the Review and Feedback Inservice Activity

During the last week of the program (August 16-23, 1971) the lead teacher, center leaders, and tutors met to review the structure of the program and to discuss the results achieved.

The only formal evaluation that was conducted during this activity was through the use of a questionnaire, constructed by the author, from

several interviews with center leaders during the latter phase of the program. Suggestions for improvement were invited during these interviews, and central issues which emerged from these discussions were combined into a seven-item questionnaire titled *Center Leader's Questionnaire* (see Appendix.)

The center leaders generally responded very positively to the proposed suggestions for change (t = 7.64, df = 16, p < .001). Table 5 indicates the mean response to each of the seven proposals. The center leaders strongly supported six of the seven proposals. Only the suggestion that a more specific program be developed for each child received moderate support.

TABLE 5

MEAN RESPONSE OF CENTER LEADERS TO *CENTER LEADER'S QUESTIONNAIRE*

Item	Mean	t	df	p
1. There are too many forms.	3.94	3.39	16	<.01
2. A more specific program should be developed for each child.	3.50	1.94	15	<.10
3. The tutees should be taught more interviewing skills. That is, how to answer questions about where you live, where you go to school, etc.	4.41	11.47	16	<.001
4. The classroom we had at our center was ideal for the YTY program.	4.06	3.78	15	<.002
5. I think that more time should be devoted to having tutors teaching tutees.	4.12	4.70	15	<.002
6. The inservice training at the start of the summer could be better devoted to having the tutors working with the tutees.	3.94	3.57	16	<.01
7. I think that a full-time year-round person working with me would be helpful in developing an ideal curriculum for each child in the program.	4.06	4.24	16	<.002

E. Cost Effectiveness

Table 6 indicates the cost of the YTY program during the summer of 1971. A sum of $23,371.63 in Title I funds provided 17 tutors (one at each of the 17 centers), 19 educational aides, one lead teacher, materials and supplies, staff travel, and fixed charges at an average cost of $1,374.80 per Title I (Public Law 89-10) tutor trained, supervised, utilized, and supported. Additional tutors (161 of them) were provided by the Neighborhood Youth Corps (NYC) at a total cost of $64,400, or $400 cost per NYC tutor. However, since Title I funds were used to provide materials and supplies, supervision, staff travel, fixed charges, and the like for all the tutors, perhaps the total cost of $87,771.63 ($23,371.63 plus $64,400) should be divided by the total number of tutors, 178 (17 Title I and 161 NYC), to obtain an average cost of $493.10 per tutor in the program. For this expenditure of funds a ten-week summer program was supported -- consisting of one week of inservice training, eight weeks of tutoring, and a final week of review and program evaluation.

Data needed to relate cost to changes achieved in the tutors and in their tutees are incomplete. Since only pretests were administered to measure tutee achievement (*Metropolitan Achievement Tests*) and tutor achievement (*California Achievement Tests*), no data on achievement gains or losses are available.

However, pre and post tests were administered to measure the attitude changes in the tutors and in their tutees. While the group of tutees (371 of them) showed no significant change in attitude, the group of tutors (178 of them) did have a significant improvement in attitude as measured by the *About Myself Scale*. Hence, if we relate the total cost of the program ($87,771.63) to this one statistically known positive significant change in the attitude of the tutors, we find that the cost of changing each attitude was $493.10 per tutor. Of course, there possibly may have been other benefits on which there are no statistical data available -- as achievement gains in the tutors and tutees, as inservice training gains in the educational aides, and the like -- but statistically these possible gains cannot be substantiated.

However, the center leaders of the program responded very positively to having tutors teach tutees as follows: "I think that more time should be devoted to having tutors teaching tutees" (t = 4.70, df = 15, $p < .002$).

TABLE 6

COST OF YOUTH-TUTORING-YOUTH SUMMER 1971 PROGRAM

Item	Cost
Number of Centers - 17	
Lead Teacher - 1	$ 2,052.00
Educational Aides - 19	13,055.00
High School Tutors - 17	6,800.00
Materials and Supplies	340.00
California Achievement Tests	132.00
Travel	
a. Lead Teacher	81.40
b. Evaluator	4.81
Fixed Charges	906.42
Total Title I Funds	$ 23,371.63
High School Tutors - 161	64,400.00
GRAND TOTAL	$ 87,771.63

Note: High school tutors were assigned to each of the 17 centers. Only one tutor at each center was paid from Title I funds. The other tutors at each center were paid from NYC funds.

V. CONCLUSIONS AND RECOMMENDATIONS

Any general conclusions regarding changes in achievement can only be made after the posttesting in the spring of 1972. There is a great need for a test that may be administered during the program itself that will be sensitive to the particular kinds of language ability areas in which change is to be effected. Before this instrument may be selected (if, in fact, one exists) more circumscribed program objectives must be delineated. It would appear from the

stated objectives of this program that a general improvement in language abilities is a primary goal. This goal, in fact, may be achieved. However, current evidence, both from the summer, 1970, YTY project and from the hetereogeneity of pretest achievement test scores this year, indicates that any standardized achievement test cannot effectively be used (at least over as short a period of time as eight or ten weeks).

A test of specific language skills, the *Newman Analysis*, was used in the YTY program this summer. However, this test was not effective as a testing instrument for three reasons. First, the only competent administration of the test was conducted by the center leaders with the tutors. However, the test is a diagnostic test and is so designed that many of the tutors achieved very high pretest scores, making it a poor indicator of their true abilities. The tutors then administered the test to the tutees. It is this author's opinion that the tutors were definitely not well enough trained to administer this instrument. Similarly, any possible validity that the test might have in measuring changes in the tutors' performance was obviated by their administering the test. Effectively, the tutees were "taught the test." Therefore, all results of the administration of the *Newman Analysis* are of questionable value.

Two of the primary complaints of the center leaders were: (1) there were too many forms to be completed, and (2) there was not enough time allowed to work with the tutors and tutees. The administration of the *Newman Analysis* took approximately one to two hours per pupil (center leaders' estimates). Thus, the administration of this test consumed large amounts of time at the start and end of the program. This is particularly undesirable when the results are not used by the tutors as a basis for designing instructional strategies. Although several center leaders praised the pedogogical importance of the *Newman Analysis* this author would strongly recommend that this test not be used in this program again under these conditions.

The selection of pupils to participate in this program was less than optimal. As indicated by Table 2, there were pupils who did not meet the stated requirement of being underachievers. Similarly, some tutors had such extreme achievement deficiencies that they possibly were paired with tutees who were above their level of achievement. This kind of pairing could hardly result in positive attitude change for the tutors.

Accordingly, the author recommends that a more homogeneous population of tutors be selected such that there are no tutors who are above grade level on standardized instrument subtests relating to expected areas of program concentration. Similarly, extreme care should be exercised in selecting tutors who are performing below the mean grade level of their tutees. It would be unfortunate if high school pupils who showed the largest deficiencies were excluded from this program. The alternative is to pair carefully tutors with extreme deficiencies with either very young tutees or with older tutees who also have relatively low achievement levels. This pairing should, of course, be done as unobtrusively as possible.

Caution must be exercised when interpreting the attitude change results gathered during the course of this program. Since the validity of both attitude tests used in this program is based primarily on face validity, it is possible that the tutors, being more test wise due to more exposure to paper and pencil tests, performed to meet the teacher's and the evaluator's expectations. It would, therefore, seem important either to develop or to obtain testing materials that will not allow this kind of bias to enter.

Summary of Recommendations

A. Develop more specific behavioral program objectives and a curriculum designed to achieve these objectives.

B. Select a more homogeneous population with extremely deficient tutors unobtrusively paired with tutees who are below the tutor's level of achievement.

C. Evaluate the use of the *Neuman Analysis* and proceed accordingly.

D. Obtain a more sensitive testing device that is related to the specific achievement objectives of the program.

E. Obtain a more opaque testing device to measure attitude change or rely only on behavior of pupils in later classroom situations that are related to the desired attitude change.

F. Make every effort to allow more tutor-tutee interaction during the course of each day without sacrificing structure to the extent that specific objectives are not pursued.

G. Take steps in the future to produce additional statistical data on results, which may be related to the expenditure per tutor (which was $493.10 in 1971).

H. Continue the summer YTY program in modified form (according to recommendations A through G as mentioned), to determine accurately the true value of the modified, and hopefully, improved, program.

1 2 3 4 5

Test No. _____ General Questionnaire for Participants

DIRECTIONS: An attempt has been made to develop a questionnaire to be used by participants in all workshops. This means that certain items will not apply to all workshops. When these items occur please mark box number 1.

Read each statement carefully and decide how you feel about it. You are offered four possible answers to each statement. Circle a single number following each statement.

In the first spaces provided to the right of each question, please mark the number of the one space that most closely corresponds with your opinion. Use a #2 lead pencil and blacken the space completely.

1=Not Applicable; 2=Strongly Disagree; 3=Disagree; 4=Agree; 5=Strongly Agree

Name of Workshop you are attending _____

In regard to this workshop I feel that:

1. The objectives of this workshop are clear to me . . . . . .
2. The objectives of this workshop are not realistic . . . . . .
3. Specific objectives make it difficult to work efficiently . . . . . .
4. The participants accept the objectives of this workshop . . . . . .
5. The objectives of this workshop are not the same as my objectives . . .
6. I am not learning anything that I did not already know . . . . . .
7. The materials distributed will be valuable to me . . . . . .
8. I could probably learn as much by reading . . . . . .
9. Possible solutions to my problems are considered . . . . . .
10. The information presented is too elementary . . . . . .
11. The consultants seem to know their subjects . . . . . .
12. The discussion leaders are not well prepared . . . . . .
13. I am being stimulated to think critically about sources of professional help . . . . . .
14. New acquaintances are being made which might help in future work . . .
15. The participants did not work very well as a group . . . . . .
16. Theory is seldom related to practice . . . . . .
17. The sessions follow a logical pattern . . . . . .
18. The schedule is too fixed . . . . . .
19. The group discussions are excellent . . . . . .

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20. There is very little time for informal conversation 1 2 3 4 5

21. I have not had an opportunity to express my ideas . . . . . .

22. I really feel a part of the group . . . . . .

23. My time is being well spent . . . . . .

24. The workshop is meeting my expectations . . . . . .

25. Too much time is being devoted to trivial matters . . . . . .

26. I have not had an opportunity to get reactions to my ideas . . . . .

27. Provisions are made for directing individualized study . . . . . .

28. This workshop will contribute little to improving my teaching competencies . . . . . .

29. A workshop of this nature should be offered again next year . . . . .

30. The material presented will not help me much in my teaching during the first months . . . . . .

31. The information presented is too advanced . . . . . .

32. The workshop was informative and well organized . . . . . .

33. The workshop gave sharper insights into the schools -- their aims, curricula, functions and guidance . . . . . .

34. The workshop was helpful in formulating a concept of teaching the inner city child . . . . . .

35. The financial compensation was the best part of the workshop . . . .

Test No. _____

OPTICAL SCANNING FORMS by OPTICAL SCANNING CORPORATION

ABOUT MYSELF SCALE

Please print name clearly. Date _____

Name _____ _____ Boy Girl
(Last) (First) (Circle One)

Name of School _____ _____ Grade _____

DIRECTIONS: Below are sixteen statements on which you are being asked to rate yourself. For each item circle one of the numbers (1-5) to the right, which best describes what you think your Present Ability is.

EXAMPLE

	MY ABILITY AT PRESENT IS				
	Very Great	Great	Aver-age	Not too Great	Some-what Small
A. To play ball.	5	4	3	(2)	1

This pupil felt that his present ability "to play ball" was not too great, so he circled (2) not too great.

	MY ABILITY AT PRESENT IS				
	Very Great	Great	Aver-age	Not too Great	Some-what Small
A. To be a leader.	5	4	3	2	1
B. To work on my own.	5	4	3	2	1
C. To speak before the class.	5	4	3	2	1
D. To express ideas in writing.	5	4	3	2	1
E. To think clearly.	5	4	3	2	1
F. My artistic ability.	5	4	3	2	1
G. My athletic ability.	5	4	3	2	1
H. My musical ability.	5	4	3	2	1
I. My acting ability.	5	4	3	2	1
J. My mechanical ability.	5	4	3	2	1
K. My ability to get along with others.	5	4	3	2	1
L. My self-confidence.	5	4	3	2	1
M. My appearance.	5	4	3	2	1
N. My eagerness to learn.	5	4	3	2	1
O. My physical health.	5	4	3	2	1
P. My imagination.	5	4	3	2	1

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Division of Research

Instructions for Administering the Student Attitudes Toward Learning Questionnaire

Generally, the instructions are similar to those given for the administration of any test in the public school. The room should be properly ventilated, with good lighting and the children should be reassured that the test will not constitute a part of their grade.

Before the consulting teacher gives the following directions, she should put on the front board the following pictures:

The consulting teacher should begin by saying the following: "You are being asked to show your feelings about how you feel about school and this class. There is no correct answer for any of the questions. What we want to know is how you feel about certain things. Please don't mark like your neighbor or the way you think your teacher would like you to mark. Your teacher, in fact, will never see these papers. Mark the way you really feel. For example: Suppose that you were asked the following question:

How do you feel when you think of eating a chocolate covered piece of cake?

Now some of you think you like it very much and would be happy to have a slice of it right now. So now look at the blackboard! Which one of these <u>noses</u> of the three figures would you fill in?

(Respond to the children)

That's right. This one over here, this happy, smiling face. You would fill in the nose of this face if you felt very happy if you think of eating a slice of chocolate covered cake.

Now some of you might hate and really can't stand chocolate covered cake. So which nose of these three figures would you fill in if you could not stand chocolate covered cake?

(Respond to children's response until you get the right answer)

That's right. This one over here, this sad looking face. You would fill in the nose of this face if you felt terrible and hated to eat chocolate covered cake.

Now what if you really didn't care one way or the other; that is, you don't feel happy or sad about eating chocolate covered cake. Which nose of the three figures would you fill in?

(Respond to children's response until you get the correct answer)

Again, you are right; this middle figure, which looks neither happy nor sad. You would fill in the nose of this face if you felt neither happy nor sad but you would or would not eat it.

Now children, I am going to distribute a sheet like the one on the board. For each question that I am going to ask you, you are to choose one of the three figures for each question and fill in with your pencil the nose of that face that expresses your feeling."

(Distribute papers)

Give directions as to filling in name, date, circling either G (girl) or B (boy), name of teacher, and school.

Administer test.

Student Attitude Toward School Inventory
(Grades 1-3)

1. How do you feel when it's time to get up and go to school?
2. How do you feel when you think about going home after school today?
3. How do you feel when you have to take out your reader?
4. How do you feel about how well you read?
5. How do you feel when you think about how fast you learn?
6. How do you feel about how much you know?
7. How do you feel about how well you do arithmetic?
8. How do you feel about the way your teacher treats you?
9. How do you feel when the teacher says that it's your turn to read out loud before the group?
10. How do you feel about how well you do your schoolwork as compared to the other children in the class?
11. How do you feel when you think of doing homework?
12. How do you feel when you think about your schoolwork?
13. How do you feel when you are working with others in class?
14. How do you feel when you think about studying?
15. How do you feel when you think about the principal?
16. How do you feel when you think about this school?
17. How do you feel when you think about this classroom?
18. How do you feel when you think about most of the children in this class?

Complete only one:
Date given

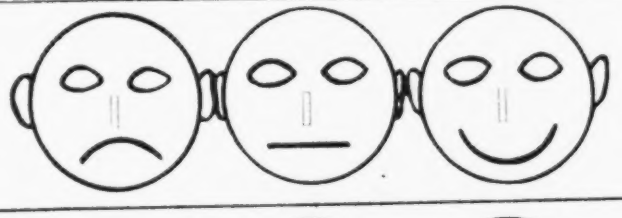
1. Pretest _____
2. Middle _____
3. Posttest _____

Score _____ Birth

Pupils Name _____ Sex__ date _____

Teacher _____ Grade _____

STUDENT ATTITUDE TOWARD SCHOOL INVENTORY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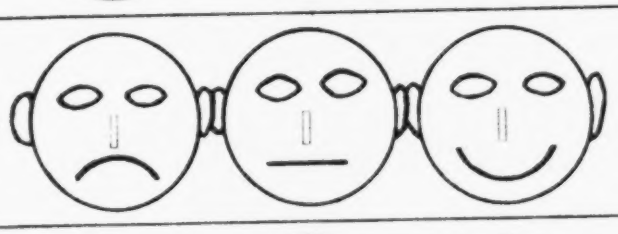
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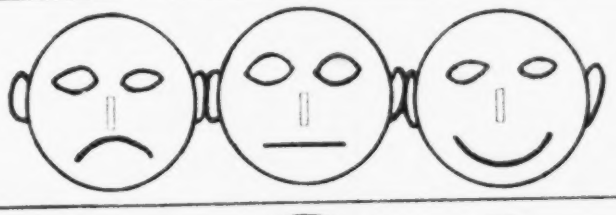
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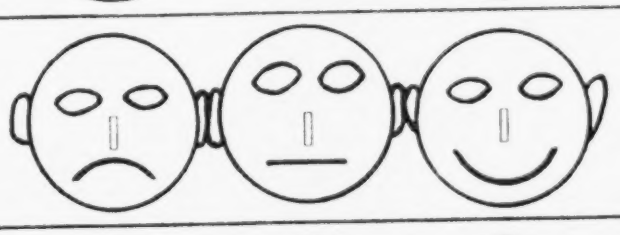
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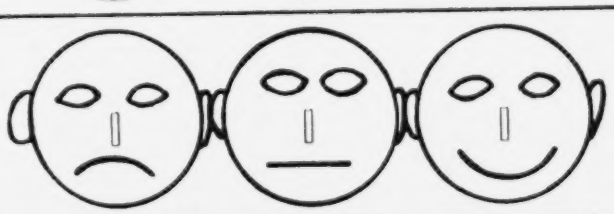
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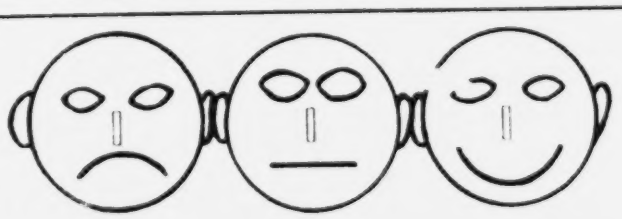
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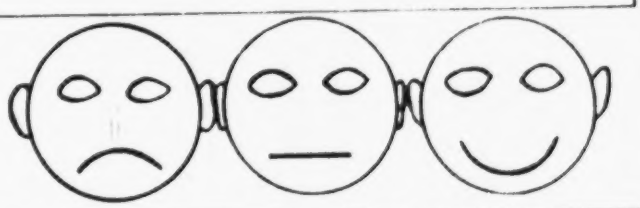
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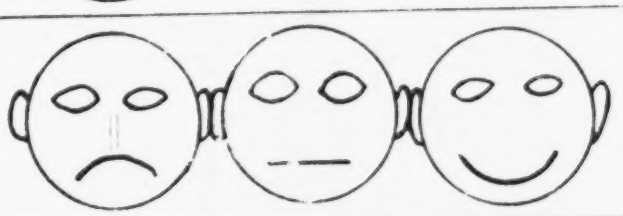
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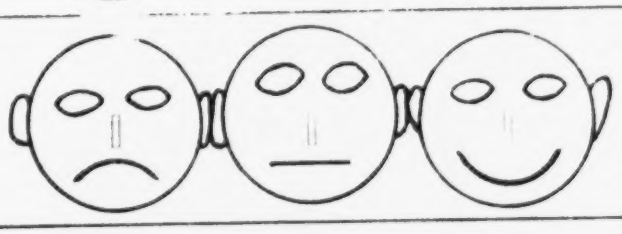
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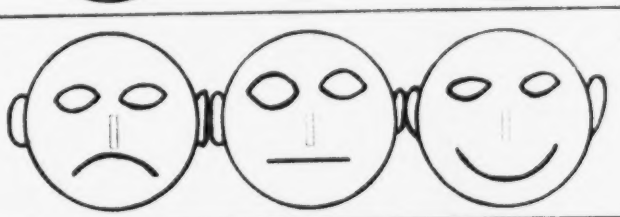
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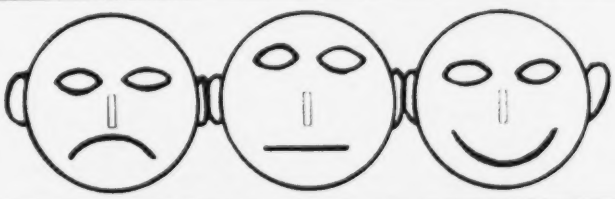
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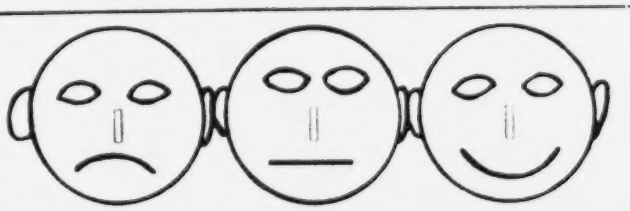
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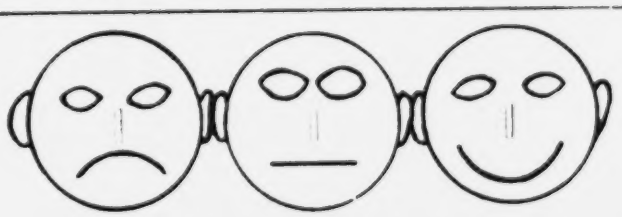
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DC 4858

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C

CENTER LEADER'S QUESTIONNAIRE

Item	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1. There are too many forms.					
2. A more specific program should be developed for each child.					
3. The tutees should be taught more interviewing skills. That is, how to answer questions about where you live, where you go to school, etc.					
4. The classroom we had at our center was ideal for the YTY program.					
5. I think that more time should be devoted to having tutors teaching tutees.					
6. The inservice training at the start of the summer could be better devoted to having the tutors working with the tutees.					
7. I think that a full-time, year-round person working with me would be helpful in developing an ideal curriculum for each child in the program.					